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ABSTRACT

This publication is an annotated bibliography that focuses on teaching elementary students the basics of economics. Most of the materials presented in this publication are supplements and have been developed by companies or educational professionals of the national economic education network. The importance of economics today must begin by introducing the basics to elementary students in order to give them a good foundation understanding. This booklet offers teachers ideas and examples of forms and topics that may be used in their classroom. The topics or content areas covered are the basic economic problem, measurement of the economy, government, economic systems, financial systems, market system, social studies, reading, language arts, science, and mathematics. The appendix includes an outline of the economic content areas and the evaluation form. (JAG)

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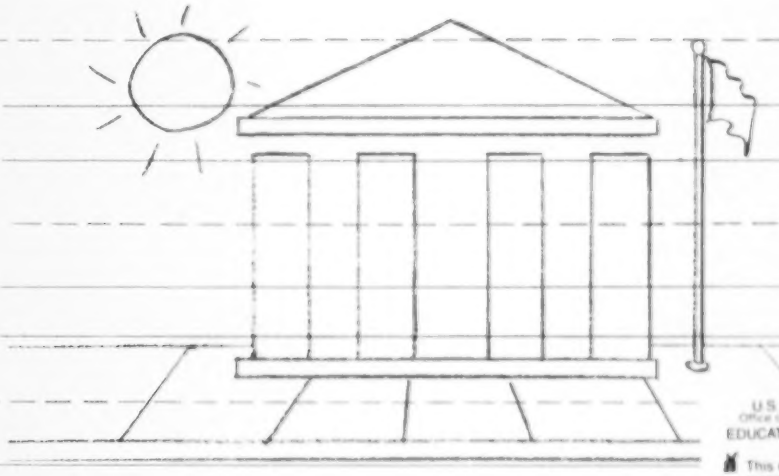
ED 404 250

ELEMENTARY ECONOMICS

A Bibliography for Teachers Grades K-6

SO 026 543



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ELEMENTARY ECONOMICS

A Bibliography for Teachers

Grades K-6

1993

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Preface

Economics plays a major role in our lives. It is how we earn, spend, and save our personal resources, including money, time, and talents. Through this process, we begin to set values and decide how to shape our future. Although often thought of as imposing, economics is important enough and simple enough to be introduced to the youngest children in elementary school. Even the youngest students must make decisions and set values.

Economics is no longer seen by educators as a highly theoretical pursuit filled with high level mathematics and abstract examples. Economics is now taught across grade levels and subject areas from kindergarten through high school, a trend that is evident across the nation. Today, more than ever, the base for economic education is laid at the elementary level.

To support and encourage these efforts, the Federal Reserve Bank of Chicago developed an elementary economics bibliography in 1985 to assist teachers in finding high-quality materials to use in introducing students to this important subject. This publication is an updated and expanded edition of the bibliography. A few of the original materials are no longer published; a far larger number of new items have been added to this edition. We could not include *all* economic education materials for the elementary grades. Many materials already have a broad distribution through normal professional publishing channels. Most of what you will find in this publication are supplemental materials, developed by concerned companies or by economic education professionals of the national economic education network.

In the original edition of this publication, the Illinois Council on Economic Education provided a valuable service by overseeing the process of selecting and evaluating materials that could be used to objectively and effectively teach economic concepts. An important part of this process was designing the instrument used to evaluate the materials in the bibliography. (A copy of the evaluation form is included in the appendix.) We plan to publish future editions of this bibliography and encourage you to use the evaluation form to provide feedback on additional materials or revisions of the existing materials. This feedback will be valuable in helping us update this publication.

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The additional materials listed in this edition were gathered by the Federal Reserve Bank of Chicago and evaluated by three very talented and committed elementary teachers, each an award-winning economic educator and leader. We wish to thank these teachers for their dedication and hard work in evaluating a wide variety of materials and providing helpful suggestions for this publication. The teachers who did these evaluations were:

Sheryl Gallaher, Grissom Junior High School, Tinley Park, IL
Nancy Hanlon, Willow Elementary School, Homewood, IL
Patricia Keiper, Churchill Elementary School, Homewood, IL

Their expertise and professionalism were invaluable throughout the course of this project, and the cooperation of their school districts and administrators is most appreciated. We would also like to thank David Dieterle, Executive Director of the Illinois Council on Economic Education, and John Morton, liaison to the Illinois Association of Economics Teachers, for their valuable assistance in producing this expanded version of the bibliography.

We also thank the members of the graphics area and word processing center of the research department of the Federal Reserve Bank of Chicago for their diligent work and advice in producing this publication. Without their assistance this update would not have been completed.

Finally, any comments, questions, or evaluations should be sent to the following address:

Economic Education Specialist
Public Affairs Department
Federal Reserve Bank of Chicago
P.O. Box 834
Chicago, IL 60690-0834
(312) 322-5109
(312) 322-5515 FAX

We appreciate your input and thank you for your interest in this publication and in teaching economics in your classroom.

Guide to Classroom Materials

Materials in this section are arranged numerically within grade level. Topics or content areas in which the materials can be used effectively are listed.

	BASIC ECONOMIC PROBLEM	MEASUREMENT OF ECONOMY	GOVERNMENT	ECONOMIC SYSTEMS	FINANCIAL SYSTEMS	MARKET SYSTEM	SOCIAL STUDIES	READING	LANGUAGE ARTS	SCIENCE	MATH
Kindergarten											
1 - Learning Economics Through Children's Stories	•						•	•	•		•
5 - Economics and Entrepreneurship					•	•			•		
6 - Teaching Economics in the Mini-Economy					•	•	•	•	•		•
14 - Economics for Kids	•	•	•	•	•	•	•				
15 - The Mini-Economy					•	•	•	•	•		•
17 - Introducing Economics	•	•	•	•	•	•	•				
19 - Economic Education in Minnesota	•	•	•	•	•	•	•				
37 - Winnie the Pooh and the Value of Things	•	•			•		•	•	•		•
43 - Economics is Elementary	•				•		•	•	•		
45 - Children and Money	•	•			•	•	•	•	•		•
61 - Piggy Bank					•		•	•			•
Grade 1											
1 - Learning Economics Through Children's Stories	•						•	•	•		•
5 - Economics and Entrepreneurship					•	•			•		
6 - Teaching Economics in the Mini-Economy					•	•	•	•	•		•
7 - Common Cents	•	•		•	•	•	•				
8 - Dragons Decide	•	•	•	•			•	•	•		

	BASIC ECONOMIC PROBLEM	MEASUREMENT OF ECONOMY	GOVERNMENT	ECONOMIC SYSTEMS	FINANCIAL SYSTEMS	MARKET SYSTEM	SOCIAL STUDIES	READING	LANGUAGE ARTS	SCIENCE	MATH
14 - Economics for Kids	●	●	●	●	●	●	●				
15 - The Mini-Economy					●	●	●	●	●		●
17 - Introducing Economics	●	●	●	●	●	●	●				
19 - Economic Education in Minnesota	●	●	●	●	●	●	●				
24 - The Road to Roota	●	●	●	●	●	●	●	●	●		
27 - Economics for Kids: Ideas for Teaching in the Elementary Grades			●	●			●				
37 - Winnie the Pooh and the Value of Things	●	●			●		●	●	●		●
43 - Economics is Elementary	●				●		●	●	●		
45 - Children and Money	●	●			●	●	●	●	●		●
55 - Strategies for Teaching Economics–Primary Level	●		●	●	●		●				●
57 - Oak Lane Tales: Instructional Guide and Lessons			●			●	●	●	●		●
61 - Piggy Bank					●		●	●			●
Grade 2											
1 - Learning Economics Through Children's Stories	●						●	●	●		●
2 - The Study of Manchester	●			●		●	●				
5 - Economics and Entrepreneurship					●	●			●		
6 - Teaching Economics in the Mini-Economy					●	●	●	●	●		●
7 - Common Cents	●	●		●	●	●	●				
8 - Dragons Decide	●	●	●	●			●	●	●		
14 - Economics for Kids	●	●	●	●	●	●	●				
15 - The Mini-Economy					●	●	●	●	●		●

	BASIC ECONOMIC PROBLEM	MEASUREMENT OF ECONOMY	GOVERNMENT	ECONOMIC SYSTEMS	FINANCIAL SYSTEMS	MARKET SYSTEM	SOCIAL STUDIES	READING	LANGUAGE ARTS	SCIENCE	MATH
17 - Introducing Economics	●	●	●	●	●	●	●				
19 - Economic Education in Minnesota	●	●	●	●	●	●	●				
24 - The Road to Roota	●	●	●	●	●	●	●	●	●		
27 - Economics for Kids: Ideas for Teaching in the Elementary Grades			●	●			●				
30 - A Consumer's Guide for Kids	●					●	●				●
37 - Winnie the Pooh and the Value of Things	●	●			●		●	●	●		●
39 - Captain Silas	●			●	●	●	●				
43 - Economics is Elementary	●				●		●	●	●		
45 - Children and Money	●	●			●	●	●	●	●		●
51 - Choices and Changes, Level I: Work, Human Resources and Choices	●			●			●		●		
55 - Strategies for Teaching Economics–Primary Level	●		●	●	●		●				●
56 - Econ and Me	●			●			●		●		●
57 - Oak Lane Tales: Instructional Guide and Lessons			●			●	●	●	●		●
61 - Piggy Bank					●		●	●			●
Grade 3											
1 - Learning Economics Through Children's Stories	●						●	●	●		●
2 - The Study of Manchester	●			●		●	●				
4 - We're More than Just Flowers	●			●		●	●	●		●	
5 - Economics and Entrepreneurship					●	●			●		
6 - Teaching Economics in the Mini-Economy					●	●	●	●	●		●

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	BASIC ECONOMIC PROBLEM	MEASUREMENT OF ECONOMY	GOVERNMENT	ECONOMIC SYSTEMS	FINANCIAL SYSTEMS	MARKET SYSTEM	SOCIAL STUDIES	READING	LANGUAGE ARTS	SCIENCE	MATH
9 - The Tale of the Little Red Hen			●	●		●	●				
12 - A Good Speech	●		●				●				
14 - Economics for Kids	●	●	●	●	●	●	●				
15 - The Mini-Economy					●	●	●	●	●		●
16 - The Decision Shop	●	●	●			●	●	●			●
17 - Introducing Economics	●	●	●	●	●	●	●				
19 - Economic Education in Minnesota	●	●	●	●	●	●	●				
21 - A Twin Purchase	●						●				
24 - The Road to Roota	●	●	●	●	●	●	●	●	●		
25 - Chick-fil-A	●			●		●	●	●			
27 - Economics for Kids: Ideas for Teaching in the Elementary Grades			●	●			●				
28 - Once upon a Dime					●		●		●		
29 - The Story of Wheat Flakes	●			●		●	●				
30 - A Consumer's Guide for Kids	●					●	●				●
35 - A King of Long Ago			●				●				
37 - Winnie the Pooh and the Value of Things	●	●			●		●	●	●		●
38 - Ump's Fwat	●					●	●		●		
39 - Captain Silas	●			●	●	●	●				
41 - In the Marketplace	●			●	●	●	●		●		●
43 - Economics is Elementary	●				●		●	●	●		
44 - Disney's Wide World of Economics and Enterprise	●			●		●	●	●			●
45 - Children and Money	●	●			●	●	●	●	●		●

	BASIC ECONOMIC PROBLEM	MEASUREMENT OF ECONOMY	GOVERNMENT	ECONOMIC SYSTEMS	FINANCIAL SYSTEMS	MARKET SYSTEM	SOCIAL STUDIES	READING	LANGUAGE ARTS	SCIENCE	MATH
48 - Zooconomy I	•					•		•	•	•	
51 - Choices and Changes, Level I: Work, Human Resources and Choices	•			•		•		•			
54 - Children in the Marketplace– Lesson Plans in Economics	•				•	•					
55 - Strategies for Teaching Economics– Primary Level	•		•	•	•	•					•
56 - Econ and Me	•			•		•		•			•
57 - Oak Lane Tales: Instructional Guide and Lessons			•			•	•	•	•		•
58 - Community Publishing Company	•					•	•	•	•		•
59 - The Mini-Economy Banking Program		•			•		•				•
61 - Piggy Bank					•		•	•			•
Grade 4											
1 - Learning Economics Through Children's Stories	•						•	•	•		•
2 - The Study of Manchester	•			•		•	•				
3 - Letter from Lincoln	•						•	•			
4 - We're More than Just Flowers	•			•		•	•	•		•	
5 - Economics and Entrepreneurship					•	•			•		
6 - Teaching Economics in the Mini-Economy					•	•	•	•	•		•
9 - The Tale of the Little Red Hen			•	•		•	•				
10 - Keeping up with the Jones's Kids	•					•	•				•
11 - Trade-Offs	•	•	•	•	•	•	•				
12 - A Good Speech	•		•				•				
14 - Economics for Kids	•	•	•	•	•	•	•				

	BASIC ECONOMIC PROBLEM	MEASUREMENT OF ECONOMY	GOVERNMENT	ECONOMIC SYSTEMS	FINANCIAL SYSTEMS	MARKET SYSTEM	SOCIAL STUDIES	READING	LANGUAGE ARTS	SCIENCE	MATH
15 - The Mini-Economy					●	●	●	●	●		●
16 - The Decision Shop	●	●	●			●	●	●			●
17 - Introducing Economics	●	●	●	●	●	●	●				
18 - What's the Difference?	●	●		●		●	●				
19 - Economic Education in Minnesota	●	●	●	●	●	●	●				
20 - Ump's Fwat	●					●	●				
21 - A Twin Purchase	●						●				
22 - The Big Brown Bag	●				●	●	●			●	●
24 - The Road to Roota	●	●	●	●	●	●	●	●	●		
25 - Chick-fil-A	●			●		●	●	●			
26 - Ideas and Activities for Integrating Economic Concepts into Elementary Classes	●			●	●	●	●				
27 - Economics for Kids: Ideas for Teaching in the Elementary Grades			●	●			●				
28 - Once upon a Dime					●		●		●		
29 - The Story of Wheat Flakes	●			●		●	●				
30 - A Consumer's Guide for Kids	●					●	●				●
33 - Business in My Town	●		●	●		●	●				
34 - The Role of Tools in the Development of the American Economy	●						●	●		●	
35 - A King of Long Ago			●				●				
36 - Trade-Offs	●	●	●	●	●	●	●				
37 - Winnie the Pooh and the Value of Things	●	●			●		●	●	●		●
38 - Ump's Fwat	●					●	●		●		

	BASIC ECONOMIC PROBLEM	MEASUREMENT OF ECONOMY	GOVERNMENT	ECONOMIC SYSTEMS	FINANCIAL SYSTEMS	MARKET SYSTEM	SOCIAL STUDIES	READING	LANGUAGE ARTS	SCIENCE	MATH
39 - Captain Silas	●			●	●	●	●				
40 - The Money Tree					●		●	●	●		●
41 - In the Marketplace	●			●	●	●	●		●		●
42 - Understanding Economics	●					●	●	●			
43 - Economics is Elementary	●				●		●	●	●		
44 - Disney's Wide World of Economics and Enterprise	●			●		●	●	●			●
45 - Children and Money	●	●			●	●	●	●	●		●
46 - Master Curriculum Guide: Strategies for Teaching Economics - Grades 4-6	●			●	●		●	●	●		●
48 - Zooconomy I	●						●		●	●	●
49 - Zooconomy II	●					●			●	●	●
50 - Kaleidoscope	●					●	●		●		
51 - Choices and Changes, Level I: Work, Human Resources and Choices	●			●			●		●		
52 - Choices and Changes, Part II: Choices, the Economy and You	●						●		●		
54 - Children in the Marketplace– Lesson Plans in Economics	●				●		●				
55 - Strategies for Teaching Economics– Primary Level	●		●	●	●		●				●
56 - Econ and Me	●			●			●		●		●
57 - Oak Lane Tales: Instructional Guide and Lessons			●			●	●	●	●		●
58 - Community Publishing Company	●					●	●	●	●		●
59 - The Mini-Economy Banking Program		●			●		●				●

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	BASIC ECONOMIC PROBLEM	MEASUREMENT OF ECONOMY	GOVERNMENT	ECONOMIC SYSTEMS	FINANCIAL SYSTEMS	MARKET SYSTEM	SOCIAL STUDIES	READING	LANGUAGE ARTS	SCIENCE	MATH
60 - The People on Market Street: Scarcity and Planning	●			●			●			●	●
Grade 5											
1 - Learning Economics Through Children's Stories	●						●	●	●		●
3 - Letter from Lincoln	●						●	●			
4 - We're More than Just Flowers	●			●		●	●	●		●	
5 - Economics and Entrepreneurship					●	●			●		
6 - Teaching Economics in the Mini-Economy					●	●	●	●	●		●
9 - The Tale of the Little Red Hen			●	●		●	●				
10 - Keeping up with the Jones's Kids	●					●	●				●
11 - Trade-Offs	●	●	●	●	●	●	●				
12 - A Good Speech	●		●				●				
13 - The Life of a Dollar Bill		●	●		●		●				
14 - Economics for Kids	●	●	●	●	●	●	●				
15 - The Mini-Economy					●	●	●	●	●		●
16 - The Decision Shop	●	●	●			●	●	●			●
17 - Introducing Economics	●	●	●	●	●	●	●				
18 - What's the Difference?	●	●		●		●	●				
19 - Economic Education in Minnesota	●	●	●	●	●	●	●				
20 - Ump's Fwat	●					●	●				
22 - The Big Brown Bag	●				●	●	●			●	●
24 - The Road to Roota	●	●	●	●	●	●	●	●	●		
25 - Chick-fil-A	●			●		●	●	●			

	BASIC ECONOMIC PROBLEM	MEASUREMENT OF ECONOMY	GOVERNMENT	ECONOMIC SYSTEMS	FINANCIAL SYSTEMS	MARKET SYSTEM	SOCIAL STUDIES	READING	LANGUAGE ARTS	SCIENCE	MATH
26 - Ideas and Activities for Integrating Economic Concepts into Elementary Classes	●			●	●	●	●				
27 - Economics for Kids: Ideas for Teaching in the Elementary Grades			●	●			●				
28 - Once upon a Dime					●		●		●		
30 - A Consumer's Guide for Kids	●					●	●				●
31 - Not Yours to Give			●				●	●			
32 - The Baseball Game	●				●	●	●				
33 - Business in My Town	●		●	●		●	●				
34 - The Role of Tools in the Development of the American Economy	●						●	●		●	
35 - A King of Long Ago			●				●				
36 - Trade-Offs	●	●	●	●	●	●	●				
38 - Ump's Fwat	●					●	●		●		
39 - Captain Silas	●			●	●	●	●				
40 - The Money Tree					●		●	●	●		●
41 - In the Marketplace	●			●	●	●	●		●		●
42 - Understanding Economics	●					●	●	●			
43 - Economics is Elementary	●				●		●	●	●		
44 - Disney's Wide World of Economics and Enterprise	●			●		●	●	●			●
46 - Master Curriculum Guide: Strategies for Teaching Economics	●			●	●		●	●	●		●
47 - The Voyages of Christopher Columbus: An Economic Enterprise	●			●		●	●	●	●		●

	BASIC ECONOMIC PROBLEM	MEASUREMENT OF ECONOMY	GOVERNMENT	ECONOMIC SYSTEMS	FINANCIAL SYSTEMS	MARKET SYSTEM	SOCIAL STUDIES	READING	LANGUAGE ARTS	SCIENCE	MATH
48 - Zooconomy I	●						●		●	●	●
49 - Zooconomy II	●					●			●	●	●
50 - Kaleidoscope	●					●	●		●		
52 - Choices and Changes, Part II: Choices, the Economy and You	●						●		●		
55 - Strategies for Teaching Economics–Primary Level	●		●	●	●		●				●
56 - Econ and Me	●			●			●		●		●
57 - Oak Lane Tales: Instructional Guide and Lessons			●			●	●	●	●		●
58 - Community Publishing Company	●					●	●	●	●		●
59 - The Mini-Economy Banking Program		●			●		●				●
60 - The People on Market Street: Scarcity and Planning	●			●			●			●	●
Grade 6											
1 - Learning Economics Through Children's Stories	●						●	●	●		●
3 - Letter from Lincoln	●						●	●			
5 - Economics and Entrepreneurship					●	●			●		
6 - Teaching Economics in the Mini-Economy					●	●	●	●	●		●
9 - The Tale of the Little Red Hen			●	●		●	●				
10 - Keeping Up with the Jones's Kids	●					●	●				●
11 - Trade-Offs	●	●	●	●	●	●	●				
12 - A Good Speech	●		●				●				
13 - The Life of a Dollar Bill		●	●		●		●				
14 - Economics for Kids	●	●	●	●	●	●	●				

	BASIC ECONOMIC PROBLEM	MEASUREMENT OF ECONOMY	GOVERNMENT	ECONOMIC SYSTEMS	FINANCIAL SYSTEMS	MARKET SYSTEM	SOCIAL STUDIES	READING	LANGUAGE ARTS	SCIENCE	MATH
15 - The Mini-Economy					●	●	●	●	●		●
16 - The Decision Shop	●	●	●			●	●	●			●
17 - Introducing Economics	●	●	●	●	●	●	●				
18 - What's the Difference?	●	●		●		●	●				
19 - Economic Education in Minnesota	●	●	●	●	●	●	●				
20 - Ump's Fwat	●					●	●				
22 - The Big Brown Bag	●				●	●	●			●	●
23 - I, Pencil			●			●	●	●			
24 - The Road to Roota	●	●	●	●	●	●	●	●	●		
25 - Chick-fil-A	●			●		●	●	●			
26 - Ideas and Activities for Integrating Economic Concepts into Elementary Classes	●			●	●	●	●				
27 - Economics for Kids: Ideas for Teaching in the Elementary Grades			●	●			●				
31 - Not Yours to Give			●				●	●			
32 - The Baseball Game: A Market Place Learning Activity	●				●	●	●				
33 - Business in My Town	●		●	●		●	●				
34 - The Role of Tools in the Development of the American Economy	●						●	●		●	
35 - A King of Long Ago			●				●				
36 - Trade-Offs	●	●	●	●	●	●	●				
38 - Ump's Fwat	●					●	●		●		
39 - Captain Silas	●			●	●	●	●				

	BASIC ECONOMIC PROBLEM	MEASUREMENT OF ECONOMY	GOVERNMENT	ECONOMIC SYSTEMS	FINANCIAL SYSTEMS	MARKET SYSTEM	SOCIAL STUDIES	READING	LANGUAGE ARTS	SCIENCE	MATH
40 - The Money Tree					●		●	●	●		●
41 - In the Marketplace	●			●	●	●	●		●		●
43 - Economics is Elementary	●				●		●	●	●		
46 - Master Curriculum Guide: Strategies for Teaching Economics	●			●	●		●	●	●		●
47 - The Voyages of Christopher Columbus: An Economic Enterprise	●			●		●	●	●	●		●
49 - Zooconomy II	●					●			●	●	●
52 - Choices and Changes, Part II: Choices, the Economy and You	●						●		●		
53 - Choices and Changes, Part III: Choice-making, Productivity and Planning	●						●		●		
59 - The Mini-Economy Banking Program		●			●		●				●
60 - The People on Market Street: Scarcity and Planning	●			●			●			●	●

Grade level

TOPIC OR CONTENT AREA

1 **Learning Economics Through Children's Stories**

K 1 2 3 4 5 6

BASIC ECONOMIC PROBLEM
SOCIAL STUDIES
READING
LANGUAGE ARTS
MATH

Booklet. 118 pp. $9.95.

Provides an annotated listing of children's stories that includes specific economic topics, a concept category list, and reading level guides. Also includes research articles on economic education in the elementary grades, journals and bulletins on children's literature, and other bibliographies of children's stories adaptable for economic education. 1989.

National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036

2 **The Study of Manchester - Past, Present, and Future**

2 3 4

BASIC ECONOMIC PROBLEM
ECONOMIC SYSTEMS
MARKET SYSTEM
SOCIAL STUDIES

Instructional unit. 5 pp. Free (send self-addressed stamped envelope).

Using materials available from a local museum, traces economic development of Manchester, CT. Provides framework for community economics project for other locations. Needs local adaptation. No date.

Connecticut Joint Council on Economic Education
Division of Extended and Continuing Education
U-55, University of Connecticut
Storrs, CT 06268

3 **Letter from Lincoln**

4 5 6

BASIC ECONOMIC PROBLEM
SOCIAL STUDIES

Article. 1 p. Free (single copy; reprint permission granted).

Copy of a letter written by Abraham Lincoln to his stepbrother regarding money, credit, and the benefits of labor. Presents a specific point of view related to public policy issues. Students should have substantial economic background before discussing issues that are raised. No teacher's guide. No date.

Foundation for Economic Education, Inc.
Irvington-on-Hudson, NY 10533

4 **We're More than Just Flowers: A Case Study of Hall's Flower Shops, Inc., for Students in the Early Grades**

3 4 5

BASIC ECONOMIC PROBLEM
ECONOMIC SYSTEMS
MARKET SYSTEM
SOCIAL STUDIES
READING
SCIENCE

Instructional unit. 49 pp. $2.00; free to Georgia teachers.

Uses a case study of Hall's Flower Shops in Georgia to develop the basic economic concepts of resources, scarcity, division of labor, and opportunity cost. Highlights decision-making in the growth of a small business. Unit includes eight readings and nine lesson plans with objectives, vocabulary, procedures, and bibliography of books and AV materials. 1982.

Georgia Council on Economic Education
807 CBA Building
University Plaza
Georgia State University
Atlanta, GA 30303-3083

5 Economics and Entrepreneurship

Instructional unit. 93 pp. Indiana - free; out of state - $5.00.

A "how to" manual for teachers that gives practical instructions and considerations when operating a classroom business. Shows how to use a classroom business project to teach basic economic and business concepts effectively. Manual includes goals, bibliography of curriculum materials, pre- and post-tests, reproducibles, and an attitude survey. 1991.

Indiana Council on Economic Education
221 Krannert Center
Purdue University
West Lafayette, IN 47907

K 1 2 3 4 5 6

FINANCIAL SYSTEMS

MARKET SYSTEM

LANGUAGE ARTS

6 Teaching Economics in the Mini-Economy

Instructional unit. 98 pp. Indiana - free; out of state - $5.00.

Provides an overview of what a mini-economy is, of basic economic concepts, and how such concepts can be taught using the mini-economy in an elementary classroom. Includes an annotated bibliography of curriculum materials, reproducibles, and concept-specific economic education materials. Also has suggestions on solving common mini-economy problems as well as proficiency guidelines. 1989.

Indiana Council on Economic Education
221 Krannert Center
Purdue University
West Lafayette, IN 47907

K 1 2 3 4 5 6

FINANCIAL SYSTEMS

MARKET SYSTEM

SOCIAL STUDIES

READING

LANGUAGE ARTS

MATH

7 Common Cents

Ten videocassettes (15 min. each). $125.00 for each program.

Presents economics as a part of children's daily lives, focusing on interdependence. Uses puppets, animation, music, and dramatization to reinforce concepts and stimulate class discussions. Teacher's guide includes a program description, objectives, discussion questions, and class activities for each program. 1977.

Program titles (and concepts)

- Trading (Interdependence; exchange)
- Producers and Consumers (Reasons people work; income)
- Choices (Decision-making; opportunity cost and trade-offs)
- Prices (Determinations of prices; value and competition)
- How Money Works (Functions and forms of money)
- Wants and Needs (Wants vs. needs; the effects of advertising)
- Credit (Responsibilities of using credit; planning and budgeting)
- Banking (Functions of financial institutions; interest on savings and on loans)
- Jobs (Employment; unemployment; unions)
- Production (Division of labor; profit)

Agency for Instructional Technology
User Services
Box A
Bloomington, IN 47401

1 2

BASIC ECONOMIC PROBLEM

MEASUREMENT OF ECONOMY

ECONOMIC SYSTEMS

FINANCIAL SYSTEMS

MARKET SYSTEM

SOCIAL STUDIES

8 Dragons Decide

Coloring booklet. 16 pp. $0.50.

Illustrates scarcity, decision-making, saving, specialization, and interdependence through a story. (The Dragon family needs a larger castle but can't afford a new one.) Teacher's guide includes background information and discussion questions. 1982.

American Enterprise Center
620 North Street
P.O. Box 23276
Jackson, MS 39226-3276

1 2

BASIC ECONOMIC PROBLEM
MEASUREMENT OF ECONOMY
GOVERNMENT
ECONOMIC SYSTEMS
SOCIAL STUDIES
READING
LANGUAGE ARTS

9 The Tale of the Little Red Hen

Article. 1 p. Free (single copy; reprint permission granted).

Using the format of a fable, presents a theory that excessive taxation will decrease production levels. Information given refers to 1961. Presents a specific point of view related to public policy issues. Students should have substantial economic background before discussing issues that are raised. No teacher's guide. 1961.

Foundation for Economic Education, Inc.
Irvington-on-Hudson, NY 10533

3 4 5 6

GOVERNMENT
ECONOMIC SYSTEMS
MARKET SYSTEM
SOCIAL STUDIES

10 Keeping up with the Jones's Kids: A Case Study of the Little People for Students in the Middle Grades

Instructional unit. 30 pp. $2.00; free to Georgia teachers.

Uses a case study of the development of "Little People" dolls to teach about the market system. Highlights supply and demand and equilibrium price. Unit includes five readings and eleven lesson plans with objectives, procedures, and study questions. 1983.

Georgia Council on Economic Education
807 CBA Building
University Plaza
Georgia State University
Atlanta, GA 30303-3083

4 5 6

BASIC ECONOMIC PROBLEM
MARKET SYSTEM
SOCIAL STUDIES
MATH

11 Trade-Offs

4 5 6

BASIC ECONOMIC PROBLEM

MEASUREMENT OF ECONOMY

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Available in two formats: Videocassettes and 16 mm color films. (May be available free through your State Economics America office.) $150.00 per title for videocassettes; $300.00 per title for 16 mm film.

Using dramatization and special visuals, each of the fifteen programs illustrates a fundamental economic choice, emphasizes economic principles and reasoning processes, and introduces unresolved problems to stimulate discussion and follow-up activities. Teacher's guide includes objectives, program summaries, discussion questions, and activities. See No. 36 for filmstrip adaptation. (For instructional units based on *Trade-Offs*, see "Consumer Economics: Decision-making - Grade 5" in *A Curriculum Guide for Teaching Economics and Consumer Education*–CG1.) 1978.

Program titles (and concepts)

- Choice (Opportunity cost)
- Malcolm Decides (Personal decision-making)
- We Decide (Social decision-making)
- Give and Take (Trade-offs among goals)
- Less and More (Increasing productivity)
- Working Together (Specialization and division of labor)
- Does It Pay? (Investment in capital goods)
- Learning and Earning (Investment in human goods)
- Why Money? (Voluntary exchange)
- To Buy or Not to Buy (Buyers and market demand)
- To Sell or Not to Sell (Sellers and market supply)
- At What Price? (Market clearing prices)
- How Could That Happen? (Interdependence of market prices)
- Innocent Bystanders (Market intervention: Reducing indirect costs)
- Helping Out (Market intervention: Increasing indirect benefits)

Agency for Instructional Technology
User Services
Box A
Bloomington, IN 47401

12 A Good Speech

3 4 5 6

BASIC ECONOMIC PROBLEM

GOVERNMENT

SOCIAL STUDIES

Instructional unit. 24 pp. $2.50.

Using an illustrated reader, focuses on concepts of county government, taxation, opportunity cost, and citizen involvement. By preparing a speech to be delivered to the county board, a student learns that government leaders, like individuals in the private sector, confront the problem of scarcity. Teacher's guide includes objectives, key concepts, and teaching suggestions. 1983.

Center for the Development of Economic Education
School of Education
University of the Pacific
Stockton, CA 95211

13 The Life of a Dollar Bill

5 6

MEASUREMENT OF ECONOMY
GOVERNMENT
FINANCIAL SYSTEMS
SOCIAL STUDIES

Instructional unit. Free.

Introduces the basic need for money and the circular flow of resources among households, businesses, government, and financial institutions as told by Mr. Dollar Bill. Unit includes 25 4-page comic booklets, a 20" x 35" poster, and teacher's guide outlining goals, vocabulary, and discussion questions. 1983.

Federal Reserve Bank of New York
Public Information Department
33 Liberty Street
New York, NY 10045

14 Economics for Kids

K 1 2 3 4 5 6

BASIC ECONOMIC PROBLEM
MEASUREMENT OF ECONOMY
GOVERNMENT
ECONOMIC SYSTEMS
FINANCIAL SYSTEMS
MARKET SYSTEM
SOCIAL STUDIES

Newsletter. 12 pp. $15.00 subscription.

Contains tested classroom units written by teachers, designed to bring economic themes into the elementary classroom. Includes objectives and activities for each unit as well as drawings and samples of games. Published fall, winter, and spring. Back issues available.

National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036

15 The Mini-Economy

K 1 2 3 4 5 6

FINANCIAL SYSTEMS
MARKET SYSTEM
SOCIAL STUDIES
READING
LANGUAGE ARTS
MATH

Instructional unit. 79 pp. Indiana - free; out of state - $5.00.

Provides a rationale of why a mini-economy is applicable to an elementary classroom, followed by step-by-step guidelines on setting up a mini-economy, how to expand a mini-economy, and how to overcome obstacles and concerns when implementing such a program. Includes a bibliography of curriculum materials, glossary of economic terms, reproducibles, and models for district in-service programs. 1987.

Indiana Council on Economic Education
221 Krannert Center
Purdue University
West Lafayette, IN 47907

16 The Decision Shop

3 4 5 6

BASIC ECONOMIC PROBLEM
MEASUREMENT OF ECONOMY
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Software (Apple IIe). $15.00.

Consists of three simulations, KINGDOM, STAR TRADER, and SELL APPLES. The first program introduces basic questions of what, how much, and for whom. The second program introduces decisions about supply and demand, trade, and opportunity cost. The final program allows students to determine the best possible price for selling apples. Each program includes a review of concepts at the end of the simulation. 1984.

Center for Economic Education
Ball State University
Whitinger Building
Muncie, IN 47306

17 Introducing Economics

Booklet. 55 pp. Free (first nine copies); $0.50 each (ten or more).

Outlines many basic economic concepts which can be introduced in grades K-12. Each concept is followed by real-world examples and a restatement of the concept. Update due 1994.

Federal Reserve Bank of Boston
Publication Services Department
P.O. Box 2076
Boston, MA 02106-2076

K 1 2 3 4 5 6

BASIC ECONOMIC PROBLEM
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18 What's the Difference?

Poster, 17" x 22". Free to educators.

Illustrates, in chart form, the amount of work time required to buy common items in five countries (U.S.A., U.S.S.R., United Kingdom, France, and West Germany). Teacher's guide includes background information and activities comparing communistic, socialistic, and capitalistic economic systems. 1982.

National Federation of Independent
Business Research and Education Foundation
150 West 20th Avenue
San Mateo, CA 94403

4 5 6

BASIC ECONOMIC PROBLEM
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ECONOMIC SYSTEMS
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19 Economic Education in Minnesota

Instructional units. 41 pp. (16 pp. for elementary grades). $3.50.

Four teacher-developed, award-winning units for elementary grades dealing with energy, spending and saving, careers, and operating a business. Includes lesson plans and activity sheets. 1982.

Minnesota Council on Economic Education
Department of Agriculture and Applied Economics
217 G Classroom Office Buildings
University of Minnesota
1994 Buford
St. Paul, MN 55108

K 1 2 3 4 5 6

BASIC ECONOMIC PROBLEM
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20 Ump's Fwat, an Annual Report for Young People

Instructional unit. 23 pp. Free (first five reports); $0.60 each (six or more); $10.00 for teacher's kit (30 reports and teacher's guide).

Traces the development of a business from an original idea through the role of profits and stockholder's dividends. Uses cartoons, a prehistoric setting, and humorous made-up words. Teacher's guide includes activities, a glossary, and an explanation of basic economic education principles. 1982.

Figgie International
Economic Education Department
4420 Sherwin Road
Willoughby, OH 44094

4 5 6

BASIC ECONOMIC PROBLEM
MARKET SYSTEM
SOCIAL STUDIES

21 A Twin Purchase

Instructional unit. 20 pp. $3.50.

Using illustrated reader, presents a story of individual decision-making. Twin boys have different approaches to spending their earned income. Illustrates wants, scarcity, trade-offs, opportunity costs, and medium of exchange. Teacher's guide includes objectives, key concepts, and teaching suggestions. 1983.

Center for the Development of Economic Education
School of Education
University of the Pacific
Stockton, CA 95211

3 4

BASIC ECONOMIC PROBLEM

SOCIAL STUDIES

22 The Big Brown Bag

Instructional unit. 64 pp. $3.50.

Provides an overview of where food comes from, how food prices are determined, what it means to be a smart shopper, and related issues. Focuses on improving decision-making. Teacher's guide includes purpose, concept development, organization, objectives, activity sheets, and bibliography. 1982.

Food Marketing Institute
1750 K Street, N.W.
Washington, D.C. 20006

4 5 6

BASIC ECONOMIC PROBLEM

FINANCIAL SYSTEMS

MARKET SYSTEM

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SCIENCE

MATH

23 I, Pencil

Article. 1 p. Free (single copy; reprint permission granted).

Uses first person narration to illustrate specialization, division of labor, and interregional trade. A pencil tells its own story of how it was created from natural resources and transformed into a manufactured product. Advocates limitation of government services. Difficult vocabulary. Presents a specific point of view related to public policy issues. Students should have substantial economic background before discussing issues that are raised. No teacher's guide. 1958.

Foundation for Economic Education, Inc.
Irvington-on-Hudson, NY 10533

6

GOVERNMENT

MARKET SYSTEM

SOCIAL STUDIES

READING

24 The Road to Roota

Instructional unit. 6 pp. To accompany *Wishes and Rainbows*, a 16-page comic book. Free (specify number of copies of *Wishes and Rainbows* needed).

Illustrates the problems of scarcity and allocation of resources through a story in which colored flowers are introduced into a town without color. Includes background information, activities, a game, and glossary. 1981.

Federal Reserve Bank of Boston
Publication Services Department
P.O. Box 2076
Boston, MA 02106-2076

1 2 3 4 5 6

BASIC ECONOMIC PROBLEM

MEASUREMENT OF ECONOMY

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FINANCIAL SYSTEMS

MARKET SYSTEM

SOCIAL STUDIES

READING

LANGUAGE ARTS

25 Chick-fil-A: A Case Study for Students in the Early Grades

3 4 5 6

BASIC ECONOMIC PROBLEM
ECONOMIC SYSTEMS
MARKET SYSTEM
SOCIAL STUDIES
READING

Instructional unit. 26 pp. $2.00; free to Georgia teachers.

Uses a case study of the growth of Chick-fil-A, a restaurant chain in Georgia, to teach economic concepts. Focuses on decision-making and specialization. Unit includes nine readings, study questions, and supplementary activities. 1983.

Georgia Council on Economic Education
807 CBA Building
University Plaza
Georgia State University
Atlanta, GA 30303-3083

26 Ideas and Activities for Integrating Economic Concepts into Elementary Classes

4 5 6

BASIC ECONOMIC PROBLEM
ECONOMIC SYSTEMS
FINANCIAL SYSTEMS
MARKET SYSTEM
SOCIAL STUDIES

Instructional unit. 39 pp. $2.00.

Includes ten classroom units covering a variety of economic concepts. Suggests activities and outlines key concepts, objectives, and procedures. Some relate directly to Mississippi history or make specific references to the Gulf Coast. 1983.

American Enterprise Center
620 North Street
P.O. Box 23276
Jackson, MS 39226-3276

27 Economics for Kids: Ideas for Teaching in the Elementary Grades

1 2 3 4 5 6

GOVERNMENT
ECONOMIC SYSTEMS
SOCIAL STUDIES

Booklet. 64 pp. $6.95.

Introduces teaching of economics in the elementary grades by discussing how young people think about and learn economics. Individual lessons apply basic concepts by building on practical experiences of the students. Includes simulation activities dealing with specialization, breaking the budget, international trade, and running a school business. Provides information about scheduling guest speakers, field trips, and interviews. 1986.

National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036

28 Once upon a Dime

3 4 5

FINANCIAL SYSTEMS
SOCIAL STUDIES
LANGUAGE ARTS

Audiovisual package including three videocassettes or filmstrips (10 min. each, color cartoon) with cassettes. $29.50.

Using an imaginary society and humorous characters, portrays the roles that money, banks, and a central bank play in a nation's economy. Teacher's guide includes activities and questions for before and after viewing. 1982.

Federal Reserve Bank of New York
Public Information Department
33 Liberty Street
New York, NY 10045

29 The Story of Wheat Flakes

3 4

BASIC ECONOMIC PROBLEM

ECONOMIC SYSTEMS

MARKET SYSTEM

SOCIAL STUDIES

Instructional unit. 21 pp. $2.50.

Using an illustrated reader, shows the steps in the production and distribution of a breakfast cereal, emphasizing the importance of consumer choices in the marketplace. Covers division of labor, technology, transportation, and marketing. Teacher's guide includes objectives, key concepts, and instructions. 1983.

Center for the Development of Economic Education
School of Education
University of the Pacific
Stockton, CA 95211

30 A Consumer's Guide for Kids

2 3 4 5

BASIC ECONOMIC PROBLEM

MARKET SYSTEM

SOCIAL STUDIES

MATH

Booklet. 128 pp. Write for current price.

A children's book about wise buying. This book is designed to involve the child in concepts through explanation and questioning. Provides basic guidelines to follow when buying. 1979.

Educational Products Division
Word, Inc.
Waco, TX 76702

31 Not Yours to Give

5 6

GOVERNMENT

SOCIAL STUDIES

READING

Article. 4 pp. Free (single copy; reprint permission granted).

Contains a speech by Davy Crockett as member of the U.S. House of Representatives, advocating a limitation on the government's right to spend money. Difficult vocabulary. Presents a specific point of view related to public policy issues. Students should have substantial economic background before discussing issues that are raised. No teacher's guide. No date.

Foundation for Economic Education, Inc.
Irvington-on-Hudson NY 10533

32 The Baseball Game: A Market Place Learning Activity

5 6

BASIC ECONOMIC PROBLEM

FINANCIAL SYSTEMS

MARKET SYSTEM

SOCIAL STUDIES

Game. $5.00.

Uses buying and selling baseballs to teach about supply and demand, price, and inflation. Includes buyers' and sellers' cards (enough for whole class to participate), score sheet, and game directions. May need to be used more than once before students understand concepts. No teacher's guide. 1976.

Figgie International
Economic Education Department
4420 Sherwin Road
Willoughby, OH 44094

33 Business in My Town: Everybody's Business

4 5 6

BASIC ECONOMIC PROBLEM

GOVERNMENT

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MARKET SYSTEM

SOCIAL STUDIES

Audiovisual package including filmstrip (12 min., color) with audio cassette and two booklets, *Business in Our Community* (24 pp.) and *How We Organize to Do Business in America* (32 pp.). $25.00.

Illustrates the different roles of government, community service organizations, and businesses. Follows three students working on a school project. Focuses on differences between an individually owned business, a partnership, a cooperative, and a corporation. Teacher's guide contains 10 activity sheets including objectives, key concepts, discussion questions, and answers. 1981.

American Institute of Cooperation
1800 Massachusetts Ave., N.W., Suite 508
Washington, D.C. 20036

34 The Role of Tools in the Development of the American Economy

4 5 6

BASIC ECONOMIC PROBLEM

SOCIAL STUDIES

READING

SCIENCE

Instructional unit. 3 pp. Free.

Using field trips and local museum resources in Connecticut, highlights some of the effects that tools had in the development of the Native American economy. Can be adapted for use in other locations. No date.

Connecticut Joint Council on Economic Education
Division of Extended and Continuing Education
U-55, University of Connecticut
Storrs, CT 06268

35 A King of Long Ago

3 4 5 6

GOVERNMENT

SOCIAL STUDIES

Article. 1 p. Free (single copy; reprint permission granted).

Using the format of a fable, illustrates that a king is no more entitled to use force to grant privileges to one person than are private individuals entitled to coerce others against their will. Presents a specific point of view related to public policy issues. Students should have substantial background before discussing issues that are raised. No teacher's guide. 1962.

Foundation for Economic Education, Inc.
Irvington-on-Hudson, NY 10533

36 Trade-Offs

4 5 6

BASIC ECONOMIC PROBLEM
MEASUREMENT OF ECONOMY
GOVERNMENT
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Audiovisual package including ten filmstrips (18 min. each, color) with audio cassettes. $116.50 for Unit I; $116.50 for Unit II; $136.50 for Unit III; $339.95 for all three units.

Adapted from the videocassette/film series *Trade-Offs* (see No. 11), emphasizes economic principles and reasoning processes, and introduces unresolved problems to stimulate discussion and follow-up discussions. Teacher's guide includes objectives, duplicating masters, discussion questions, and activities. (For instructional units based on *Trade-Offs*, see "Consumer Education: Decision-making - Grade 5" in *A Curriculum Guide for Teaching Economics and Consumer Education*–CG1.) 1978.

LESSON TITLES

Unit I: Decision-making
- Filmstrip 1: Choices
- Filmstrip 2: Making decisions
- Filmstrip 3: Give and Take

Unit II: Productivity
- Filmstrip 1: Less or more?
- Filmstrip 2: Why specialize? Why trade?
- Filmstrip 3: Does it pay?

Unit III: Buyers, Sellers and Markets
- Filmstrip 1: To buy or not to buy?
- Filmstrip 2: To sell or not to sell?
- Filmstrip 3: Market price
- Filmstrip 4: Problems with the market

Media Basics
Larchmont Plaza
Larchmont, NY 10038

37 Winnie the Pooh and the Value of Things

K 1 2 3 4

BASIC ECONOMIC PROBLEM
MEASUREMENT OF ECONOMY
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Filmstrips/videocassette. Write for current price.

Designed to help young children become aware of simple economic concepts, using Winnie the Pooh characters as a vehicle for learning. Emphasizes learning through songs. Films can be used separately but are most effective in sequence. Includes pre- and post-test and teacher's guide. No date.

Walt Disney Educational Media Company
Coronet/MTI Film and Video
420 Academy Drive
Northbrook, IL 60062

38 Ump's Fwat

3 4 5 6

BASIC ECONOMIC PROBLEM
MARKET SYSTEMS
SOCIAL STUDIES
LANGUAGE ARTS

Videocassettes. $25.00.

A fully animated, color cartoon of how an entrepreneur caveman establishes a successful business from an idea. Uses humorous made-up words and includes economic vocabulary. Teacher's guide available. This video is supplemental to the *Ump's Fwat* booklet (No. 20). 1988.

The Academy for Economic Education
125 NationsBank Center
Richmond, VA 23277

39 Captain Silas

2 3 4 5 6

BASIC ECONOMIC PROBLEM
ECONOMIC SYSTEMS
FINANCIAL SYSTEMS
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SOCIAL STUDIES

Videocassettes. Write for current price.

Uses color cartoon with unique art forms to explain economic concepts. Focuses on trade and barter to show interdependence between two groups on "Truck" and "Sugar" islands. Includes a film guide with objectives and discussion topics. 1988.

Beacon Films
P.O. 575
Norwood, MA 02062

40 The Money Tree

4 5 6

FINANCIAL SYSTEMS
SOCIAL STUDIES
READING
LANGUAGE ARTS
MATH

Instructional units. Audiovisual. $25.00.

Four units focus on barter, money, banks, and central banking. Includes brief video, "Where the Bankers Bank," vocabulary, concept explanations, and evaluations. 1989.

Federal Reserve Bank of St. Louis
Public Information Office
P.O. Box 442
St. Louis, MO 63166

41 In the Marketplace

3 4 5 6

BASIC ECONOMIC PROBLEM
ECONOMIC SYSTEMS
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SOCIAL STUDIES
LANGUAGE ARTS
MATH

Instructional unit. 123 pp. $10.95 for Level B (Grades 3-4); $21.95 for Level C (Grades 5-6).

Lessons are designed to sequentially move through choices, specialization, interdependence, and trade. Includes reproducibles. 1990.

National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036

42 Understanding Economics

4 5

BASIC ECONOMIC PROBLEM
MARKET SYSTEM
SOCIAL STUDIES
READING

Booklet. 75 pp. Write for current price.

Contains teacher-training pages, vocabulary, concept explanations, and four student lessons. 1983.

Addison-Wesley
2725 Sand Hill Road
Menlo Park, CA 94025

43 Economics is Elementary

Booklet. 50 pp. Free.

Designed to provide teachers with a clear understanding of basic economic concepts. Contains four classroom lesson suggestions, appendix, and simple graphs. 1990.

Federal Reserve Bank of Chicago - Detroit Branch
160 West Fort Street
Detroit, MI 48226

K 1 2 3 4 5 6

BASIC ECONOMIC PROBLEM
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LANGUAGE ARTS

44 Disney's Wide World of Economics and Enterprise

Multimedia kit. $169.00.

This material uses Disney characters in a variety of decision-making roles to introduce students to business and private enterprise. Topics such as capital, productive resources, specializations, supply and demand, and forms of business are introduced. Kit includes filmstrips, reproducibles, board game, comic books, extension activities, pre- and post-tests. 1978.

Walt Disney Educational Media Company
Coronet/MTI Film & Video
420 Academy Drive
Northbrook, IL 60062

3 4 5

BASIC ECONOMIC PROBLEM
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SOCIAL STUDIES
READING
MATH

45 Children and Money

Instructional units. $10.50.

The six packets are well-organized and have an easy-to-follow format. Includes reproducibles, scope and sequence, and teaching suggestions. 1991.

National Institute for Consumer Education
207 Rackham Hall
Eastern Michigan University
Ypsilanti, MI 48197

K 1 2 3 4

BASIC ECONOMIC PROBLEM
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SOCIAL STUDIES
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46 Master Curriculum Guide: Strategies for Teaching Economics (Grades 4-6)

Instructional units. 125 pp. $10.95.

This guide provides complete units and lessons, concept explanations, reproducibles, and additional suggestions on a variety of economic topics. 1978.

National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036

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BASIC ECONOMIC PROBLEM
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47 The Voyages of Christopher Columbus: An Economic Enterprise

Instructional unit. 70 pp. Write for current price.

This program develops a series of historical lessons, examining Columbus' voyage from an economic perspective. Provides numerous opportunities for discussion, decision-making, and problem-solving. Makes ample use of printed materials. 1991.

Center for Economic Education
Department of Economics
8001 Natural Bridge Road
University of Missouri - St. Louis
St. Louis, MO 63121

5 6

BASIC ECONOMIC PROBLEM
ECONOMIC SYSTEMS
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48 Zooconomy I

Instructional unit. 70 pp. $25.00 (10% discount for 15 or more).

Through a series of lessons, students examine the basic economic concepts of establishing a zoo, including scarcity, opportunity cost, and land, labor, and capital. Includes reproducibles and a short video tape. 1983.

Center for Economic Education
Department of Economics
8001 Natural Bridge Road
University of Missouri - St. Louis
St. Louis, MO 63121

3 4 5

BASIC ECONOMIC PROBLEM
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49 Zooconomy II

Instructional unit. 60 pp. $25.00 (10% discount for 15 or more).

This unit provides a challenge for students with above average math skills. Students act as zoo executives to handle economic problems of exhibits and jobs. Provides reproducibles and student activities. 1989.

Center for Economic Education
Department of Economics
8001 Natural Bridge Road
University of Missouri - St. Louis
St. Louis, MO 63121

4 5 6

BASIC ECONOMIC PROBLEM
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50 Kaleidoscope

Instructional unit. 70 pp. Write for current price.

This program is designed to be multi-disciplinary. It allows students to examine community growth in early American history. Students act as proprietors and experience decision-making. 1990.

Center for Economic Education
Department of Economics
8001 Natural Bridge Road
University of Missouri - St. Louis
St. Louis, MO 63121

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BASIC ECONOMIC PROBLEM
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51 Choices and Changes, EI: Work, Human Resources and Choices

2 3 4

BASIC ECONOMIC PROBLEM

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Instructional unit. 111 pp. $54.85.

This unit concentrates on developing an enhanced self-image for students by encouraging them to improve their "human resources" and use them productively. The focus is on human resources, work, and choice-making. Includes reproducibles, pre- and post-tests, and 30 student workbooks. 1992.

National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036

52 Choices and Changes, EII: Choices, the Economy and You

4 5 6

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SOCIAL STUDIES

LANGUAGE ARTS

Instructional unit. 115 pp. $54.85.

Unit is designed for students and centers on problem-solving and decision-making. Provides teacher resource materials, student activities, and 30 student workbooks. 1992.

National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036

53 Choices and Changes, JI: Choice-making, Productivity and Planning

6

BASIC ECONOMIC PROBLEM

SOCIAL STUDIES

LANGUAGE ARTS

Instructional unit. 97 pp. $54.85.

The program is designed to assist students soon to enter the job market and stresses alternatives, decision-making, and life-skills. Includes 30 student workbooks. 1992.

National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036

54 Children in the Marketplace - Lesson Plans in Economics for Grades 3 and 4

3 4

BASIC ECONOMIC PROBLEM

FINANCIAL SYSTEMS

SOCIAL STUDIES

Instructional unit. 81 pp. $8.00.

Provides eight lesson plans that supplement economics in elementary education. The lessons include introduction, time needed, concept and goal lists, activity descriptions, reproducibles, and review exercise. 1986.

National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036

BEST COPY AVAILABLE

55 Strategies for Teaching Economics - Primary Level

Instructional unit. 142 pp. $10.95.

Designed to be used for curriculum development, this unit covers six economic generalizations focusing on economic scarcity, family income, and specialization. Each subtopic presents rationale, objectives, materials, and procedures. Also includes review exercises, glossary of terms, and supplemental materials. 1977.

National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036

1 2 3 4 5

BASIC ECONOMIC PROBLEM
GOVERNMENT
ECONOMIC SYSTEMS
FINANCIAL SYSTEMS
SOCIAL STUDIES
MATH

56 Econ and Me

Audiovisuals. 84 pp. $190.00. (May be available free through local State Economics America office.)

This series contains five 15-minute videos for students and two 20-minute videos for teachers. Student programs cover scarcity, opportunity cost, consumption, production, and interdependence. Pre- and post-video activities encourage thinking skills. Includes reproducibles. 1989.

Agency for Instructional Technology
User Services
P.O. Box A
Bloomington, IN 47401

2 3 4 5

BASIC ECONOMIC PROBLEMS
ECONOMIC SYSTEMS
SOCIAL STUDIES
LANGUAGE ARTS
MATH

57 Oak Lane Tales: Instructional Guide and Lessons, 1-8

Instructional unit/audiovisual. 98 pp. $376.00.

This series illustrates, through the use of lessons and audiovisuals, the importance of community businesses and organizations, while highlighting concepts such as productivity, competition, risk, profit, and taxes. The guide includes presentation outlines, audiovisual summaries, definitions, reproducibles, answer keys, and pre- and post-tests.

WRI Education
P.O. Box 9359
San Diego, CA 92109-0100

1 2 3 4 5

GOVERNMENT
MARKET SYSTEM
SOCIAL STUDIES
READING
LANGUAGE ARTS
MATH

58 Community Publishing Company

Instructional unit. 233 pp. $115.90.

This unit introduces economic concepts while familiarizing students with their community. Students explore the roles of individuals, businesses and governmental bodies through 32 lessons. Unit includes transparencies, reproducibles, student achievement certificates, and 10 student activity books. Additional sets of 10 activity books are available at $59.95. 1989.

National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036

3 4 5

BASIC ECONOMIC PROBLEM
MARKET SYSTEM
SOCIAL STUDIES
READING
LANGUAGE ARTS
MATH

59 The Mini-Economy Banking Program

3 4 5 6

MEASUREMENT OF ECONOMY
FINANCIAL SYSTEMS
SOCIAL STUDIES
MATH

Software (Apple IIc or IIe with 64K+ of memory). $10.00.

This program simulates the activities of a bank by keeping track of deposits, withdrawals, balances, and interest. Printouts for balances and monthly statements are possible. 1988.

Indiana Council on Economic Education
221 Krannert Center
Purdue University
West Lafayette, IN 47907

60 The People on Market Street: Scarcity and Planning

4 5 6

BASIC ECONOMIC PROBLEM
ECONOMIC SYSTEMS
SOCIAL STUDIES
SCIENCE
MATH

Instructional unit/audiovisual. 26 pp. Write for current price.

The program creates realistic simulations of life on Market Street in a free-market economy. Characters experience scarcity, decision-making, and specialization. Teacher's guide includes film synopsis, glossary, student applications, reproducibles, and pre- and post-tests. 1979.

Walt Disney Educational Media
Coronet/MTI Film & Video
420 Academy Drive
Northbrook, IL 60062

61 Piggy Bank

K 1 2 3

FINANCIAL SYSTEMS
SOCIAL STUDIES
READING
MATH

Software (Apple II, II+, or IIe, DOS 3.3). $7.95.

This program helps students develop ability to count and add coins while playing against the computer. Teacher's manual includes introductory, extension, and evaluation activities. 1984.

National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036

Curriculum Guides

CGI A Curriculum Guide For Teaching Economics and Consumer Education

Twelve guides for elementary grades. $6.00 per guide; $3.00 for Florida teachers.

Presents basic economic concepts with consumer education emphasis. Designed to fulfill requirements mandated by Florida's Free Enterprise and Consumer Education Act of 1974, but requires little adaptation to other locations. Activities use simple, inexpensive materials. Instruction time for each lesson is 20-40 min. and teacher preparation time is 20-30 min. per lesson. Includes daily lesson plans, student activity sheets, and suggestions for audiovisuals.

Grade level

TOPIC OR CONTENT AREA

MONEY - Grades K-1

Introduces the concepts of barter and money, as well as covering savings, credit, interest, and the role of banks. Includes eight lesson plans and reproducibles. Easily adapted to most locales. 1989. (68 pp.)

K 1 2 3

FINANCIAL SYSTEMS

SOCIAL STUDIES

MATH

GOODS AND SERVICES - Grades K-1

Includes 11 lesson plans that use discussion, suggested audiovisuals and books, and activities to distinguish between goods and services, wants and needs, and private and public property. Also discusses resource use and job specialization. Easily adapted to most locales. 1988. (55 pp.)

K 1 2 3

BASIC ECONOMIC PROBLEM

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CHOICES - Grades K-1

Uses activity sheets and easily crafted materials to introduce concepts of value, barter, choices, and opportunity cost. Includes nine lesson plans and suggested audiovisuals. Easily adapted to most locales. 1989. (74 pp.)

K 1

BASIC ECONOMIC PROBLEM

FINANCIAL SYSTEMS

MATH

CHOICES - Grades 2-3

Uses critical thinking exercises and charts to expand concepts of scarcity, choices, and opportunity costs. Includes lesson plans. Easily adapted to most locales. 1989. (62 pp.)

3 4 5

BASIC ECONOMIC PROBLEM

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GOODS AND SERVICES - Grades 2-3

Uses 11 lesson plans to provide students with understanding of goods and services, how they are purchased, and how they are produced. Concentrates on three basic economic questions: what to produce, how to produce, and for whom to produce. Easily adapted to most locales. 1991. (55 pp.)

3 4 5

BASIC ECONOMIC PROBLEM

GOVERNMENT

MONEY - Grades 2-3

Reviews money values and the role of money. Introduces concepts of budget, income, savings, credit, and interest. Includes lesson plans, simulation, and reproducibles. Easily adapted to most locales. 1989. (64 pp.)

2 3 4 5

FINANCIAL SYSTEMS

MATH

PUBLIC AND PRIVATE PROPERTY - Grades 2-3

Includes six lessons to help teach the student to distinguish between private and public property, and to define taxes and the kinds of taxes individuals may pay. Also discusses goods and services provided by government. Easily adapted to most locales. 1989. (56 pp.)

2 3

BASIC ECONOMIC PROBLEM

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SOCIAL STUDIES

RESOURCES - Grades 2-3

Uses 14 lessons designed to help students identify energy resources, scarcity, and choices. Later lessons concentrate on power and energy and how these factors affect the cost and availability of goods and services. Easily adapted to most locales. 1989. (66 pp.)

2 3

BASIC ECONOMIC PROBLEM

SOCIAL STUDIES

SCIENCE

MONEY - Grades 4-5

A series of 10 complete lesson plans. The lessons introduce money as a medium of exchange, the advantages of using money, the value and creation of money, and advantages/disadvantages of credit. Provides practical exercises on checking accounts, savings accounts, and computing interest. Reproducibles included. 1990. (92 pp.)

4 5 6

FINANCIAL SYSTEMS

SCARCITY - Grades 4-5

A series of nine complete lesson plans are presented that cover the topics of scarcity, opportunity costs, and productive resources (land, labor, capital). Includes reproducibles, vocabulary banks, and suggested follow-up activities. 1990. (43 pp.)

4 5 6

BASIC ECONOMIC PROBLEM

SOCIAL STUDIES

READING

LANGUAGE ARTS

CONSUMER ECONOMICS: DECISION-MAKING - Grades 5-6

Eleven lesson plans designed to examine the decision-making process in various situations. Contains reproducibles. Easily adapted to most locales. 1990. (75 pp.)

5 6

BASIC ECONOMIC PROBLEM

SOCIAL STUDIES

READING

PROPERTY, TAXES AND GOVERNMENT SERVICES - Grades 5-6

Provides lesson plans to help students understand public and private goods and taxation. Contains glossary and reproducibles. Easily adapted to most locales. 1990. (50 pp.)

5 6

GOVERNMENT

SOCIAL STUDIES

READING

LANGUAGE ARTS

MATH

Center for Economic Education
University of Florida
186 Norman Hall
Gainesville, FL 32611

CG2 Decisionomics

300 pp. $25.00.

Uses activity worksheet approach to teach economic concepts in grades 1-6. Focuses on reading and math skill development. Some activities correlated with ABC Social Studies and Holt Reading Series but not dependent upon them. Each lesson requires 10-60 min. instruction time with 10-15 min. teacher preparation time. Includes background information, glossary, class record sheets, audiovisuals, and bibliography of children's story books. 1982.

Center for Economic Education
College of Education
University of South Florida
Tampa, FL 33620

K 1 2 3 4 5 6

BASIC ECONOMIC PROBLEM
MEASUREMENT OF ECONOMY
GOVERNMENT
ECONOMIC SYSTEMS
FINANCIAL SYSTEMS
MARKET SYSTEM

CG3 Duval Consumer Education Curriculum

Seven guides for elementary grades. Free (specify volume title).

Presents basic economic concepts with a strong consumer education emphasis to be incorporated into language arts, mathematics, and social studies curricula in grades K-6. Each unit contains objectives, content overview, required materials, lesson plans, activity sheets, vocabulary, and unit test with answers. Instruction time varies, and each lesson needs 15-30 min. teacher preparation time.

GOODS AND SERVICES:
A Language Arts Unit for Kindergarten

Introduces concepts of goods, services, and scarcity while developing reading readiness skills. Includes eleven lesson plans, each designed for 20-30 min. instruction time. 1978. (77 pp.)

K 1 2 3

BASIC ECONOMIC PROBLEM

COUNTING MONEY:
A Mathematics Unit for First Grade Students

Teaches students to identify the four common coins by names and numerical values, emphasizing addition and subtraction of coins' values. Includes fourteen lesson plans designed for 30 min. instruction time. 1978. (46 pp.)

K 1 2 3

FINANCIAL SYSTEMS
MATH

SOLVING CONSUMER PROBLEMS:
A Language Arts Unit for Second and Third Grade Students

Identifies consumer problems emphasizing consumer protection, rights, and responsibilities. Assumes beginning reading skills although non-readers can participate. Includes fourteen lesson plans requiring 20-45 min. instruction time. 1978. (91 pp.)

2 3 4 5 6

BASIC ECONOMIC PROBLEM
MEASUREMENT OF ECONOMY
GOVERNMENT
MARKET SYSTEM

SUPPLY AND DEMAND:
A Social Studies Unit for Second and Third Grade Students

Introduces the relationship between supply, demand, and price, emphasizing how it affects the production of goods and services, and the need for decision-making. Includes thirteen lesson plans requiring 30 min. instruction time. 1978. (53 pp.)

2 3 4

BASIC ECONOMIC PROBLEM
FINANCIAL SYSTEMS

SAVINGS:
A Mathematics Unit for Fourth Grade Students

4 5 6

MEASUREMENT OF ECONOMY

ECONOMIC SYSTEMS

Introduces savings, focusing on why and how people save. Assumes skills with addition and subtraction, and familiarity with multiplication. Includes eight lesson plans requiring 45 min. instruction time. 1978. (66 pp.)

TAXATION AND GOVERNMENT SERVICES:
A Social Studies Unit for Fifth Grade Students

5 6

GOVERNMENT

FINANCIAL SYSTEMS

Introduces the relationship between services provided by local, state, and federal governments and taxation, emphasizing the effect of taxes on consumer spending and the kinds of government services provided. Includes twelve lesson plans requiring 40 min. instruction time. 1982. (81 pp.)

YOU'RE THE BOSS:
A Social Studies Unit for Sixth Grade Students

5 6

FINANCIAL SYSTEMS

MARKET SYSTEM

Describes how to start a business, emphasizing competition and the production process. Includes twelve lesson plans requiring 40 min. instruction time. 1978. (81 pp.)

University of Akron
Center for Economic Education
College of Education
Zook Hall, Room 435
Akron, OH 43325

CG4 Economic Education for Arkansas Elementary Schools

1 2 3 4 5 6

BASIC ECONOMIC PROBLEM

GOVERNMENT

ECONOMIC SYSTEMS

FINANCIAL SYSTEMS

MARKET SYSTEM

SOCIAL STUDIES

READING

LANGUAGE ARTS

250 pp. $20.00.

Presents an overview of basic economic concepts, featuring economic understandings and activities to be incorporated into the social studies curriculum in grades 1-6. The nine topical areas covered at each grade level are scarcity, economic analysis, economic goals, productive resources, market economy, financial institutions, circular flow, resource extenders, and interdependence and trade. Each lesson requires one hour instruction time with 15-60 min. teacher preparation time. Includes bibliography, glossary, and index. 1988.

Arkansas State Council on Economic Education
Arkansas Department of Education
203B State Education Building
4 State Capitol Mall
Little Rock, AR 72201

CG5 Teaching Economics Effectively

K 1 2 3 4 5 6

Three volumes, (Levels 1-2, 97 pp.; Levels 3-4, 113 pp.; Levels 5-6, 112 pp.). $3.00 each volume; $8.95 for set.

Presents lesson plans to teach the economic concepts of scarcity, decision-making, opportunity cost, labor, specialization, and division of labor in grades K-6. Based on the National Council on Economic Education's Master Curriculum Guide, Part II: Primary Level. Each lesson requires 15-20 min. teacher preparation time. Includes objectives, procedures, and materials for each activity, glossary, and tests. 1979.

BASIC ECONOMIC PROBLEM
MEASUREMENT OF ECONOMY
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FINANCIAL SYSTEMS
MARKET SYSTEM

Center for Economic Education
St. Cloud State University
St. Cloud, MN 56302

CG6 Economic Core Competencies, a Guide for Teaching the Missouri Core Competencies in Economics, K-3

K 1 2 3

Curriculum guide. 149 pp. Write for current price.

Includes six areas of concentration: scarcity, production, circular flow, supply and demand, macroeconomics, and trade. Categorizes lessons by grade level in each area of concentration. Includes reproducibles and activity instructions. Also suggests closure activities for each lesson. No date.

BASIC ECONOMIC PROBLEM
MEASUREMENT OF ECONOMY
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FINANCIAL SYSTEMS
SOCIAL STUDIES
LANGUAGE ARTS

Missouri Council on Economic Education
Department of Economics
228 Professional Building
University of Missouri - Columbia
Columbia, MO 65211

CG7 Economic Core Competencies, a Guide for Teaching the Missouri Core Competencies in Economics

4 5 6

Curriculum guide. 111 pp. Write for current price.

Presents core competencies, explanations of economic terms, and teaching activities for applying terminology. The various lessons and units are periodically accompanied by articles or excerpts from books. Provides a listing of core objectives for each grade level, K-10. No date.

BASIC ECONOMIC PROBLEM
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FINANCIAL SYSTEMS
SOCIAL STUDIES
MATH

Missouri Council on Economic Education
Department of Economics
228 Professional Building
University of Missouri - Columbia
Columbia, MO 65211

CG8 Agriculture in the Michigan Economy, Grades 4-6

4 5 6

Curriculum guide. 268 pp. $20.00

Provides eight complete units emphasizing the role of agriculture in the economy, in society, in business, and in government. Includes a selection of lesson plans arranged by topic, related curriculum materials, a resource list of commodity organizations, and reproducibles. 1990.

BASIC ECONOMIC PROBLEM
MARKET SYSTEM
SOCIAL STUDIES
READING
SCIENCE
MATH

Michigan Economic Education Council
Eastern Michigan University
P.O. Box 1528
Ypsilanti, MI 48197

CG9 Teaching the Economics of the Food & Fiber System - Intermediate

Curriculum guide. 425 pp. $35.00

Provides a guide for incorporating information on agriculture in the school curriculum. Themes provide an understanding of interdependence of agriculture and society, agriculture's role in business, and government's role in agriculture. Includes activities, economic concept and vocabulary applications, extension activities, and reproducibles. 1986.

National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036

4 5 6

BASIC ECONOMIC PROBLEM
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CG10 Teaching the Economics of the Food & Fiber System, K-3

Curriculum guide. 382 pp. $35.00

Features 10 themes to assist in teaching the basic economics of our food and fiber system. Comprehensive and easily integrated into other subject areas. Includes reproducibles and quizzes. 1986.

National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036

K 1 2 3

BASIC ECONOMIC PROBLEM
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Appendix

Economic Content Areas

The National Council on Economic Education's set of basic concepts for teaching economics in schools has been grouped together into the following content areas:

I THE BASIC ECONOMIC PROBLEM
- Wants
- Productive resources - land/labor/capital
- Scarcity
- Cost/opportunity cost and trade-offs/decision-making

II MEASUREMENT OF THE ECONOMY
- GNP
- Income
- Consumption
- Savings
- Investment
- Economic growth

III GOVERNMENT
- Government goods and services
- Taxation
- Regulation

IV ECONOMIC SYSTEMS
- Types of systems - command/market/mixed
- Distribution of wealth
- Division of labor/interdependence/specialization
- Exchange

V MONEY, CREDIT, AND THE FINANCIAL SYSTEM
- Barter
- Money
- Coin and currency
- Demand deposits - checks/electronic transfers
- Financial institutions
- The Federal Reserve System
- Credit
- Interest
- Inflation and deflation

VI THE MARKET SYSTEM
- Markets
- Supply and demand
- Competition
- Economic incentives (wage, profits)
- Entrepreneurship

Evaluation

FED/ICEE ECONOMIC EDUCATION PROJECT

General Information

Title of material _____

Publisher _____

A. Evaluation's number _____

B. Grade level taught _____

C. School district _____ Urban _____ Suburban _____ Rural

D. Type of material _____ printed _____ overhead transparency
_____ microcomputer _____ cassette
_____ filmstrip _____ multimedia kit
_____ sound filmstrip _____ other _____

E. Grade level of materials as recommended by publisher _____
Grade level of materials as recommended by evaluator _____

F. Cost of material _____

G. Subject area in which this material can best be integrated

_____ None _____ Language Arts _____ Reading
_____ Science _____ Math _____ Social Studies
_____ other _____

H. In which topics in the curriculum area checked above would this material best fit?

1. _____

2. _____

3. _____

I. From the list on the facing page "Economic Content Areas," indicate

1. The major content area of this material (circle the appropriate Roman numeral)

I II III IV V VI

2. Subtopics under the current area that are reflected by this material

_____

_____

J. Would this material be especially useful for a particular student population? Please be specific.

_____

_____

Evaluation of the Material

Circle the number of the continuum that most accurately describes your evaluation of this teaching material.

Instructional time needed to present material is appropriate for its grade level.
0 1 2 3 4 5
inappropriate very appropriate

Estimated class time needed: _____

The objectives are evident in the student or teacher materials.
0 1 2 3 4 5
not evident very evident

Materials related to students' interest and maturity at designated grade level.
0 1 2 3 4 5
irrelevant very relevant

To what degree is the economic concent for this material accurate?
0 1 2 3 4 5
inaccurate highly accurate

Do these materials lead to development of understanding of the intended economic concepts?
0 1 2 3 4 5
low high

Materials present content information in an objective manner.
0 1 2 3 4 5
subjective objective

The primary purpose of the materials is to:
0 1 2 3 4 5
sell product/idea teach concept

The material contains racial/sexual/ethnic/religious bias.
0 1 2 3 4 5
strongly agree strongly disagree

Which? _____

Materials can be easily implemented by classroom teacher.
0 1 2 3 4 5
difficult very easy

Approximate teacher preparation time _____

Material is easily adapted to different teaching styles and classroom settings.
0 1 2 3 4 5
not adaptable very adaptable

Material can be used to supplement curriculum at the intended grade level.
0 1 2 3 4 5
not useable useable

Are the concepts/activities in this material transferable to real-life situations?
0 1 2 3 4 5
not transferable very transferable

Your recommendation for inclusion of these materials in the bibliography _____ Include
_____ Exclude

Other comments:

BEST COPY AVAILABLE

At the bottom of this page, write a brief description of the item, including:

1. For print matter: specific type of material (for example, pamphlet, booklet, instructional unit, curriculum guide) and number of pages; for audiovisual: color or black and white; for microcomputer disk: type of computer required

2. format (for example, cartoon, fictional story line, etc.)

3. other special features

4. teacher's guide included?

5. date of publication

Use the following as an example:

Booklet. 12 pp.

Uses a road map approach to teach consumer credit laws and guide the reader along the road to "credit-ability". Teacher's guide includes activity instructions, glossary, key concepts, pre- and post-tests with answer keys. 1982.

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Center for Economic Education, University of Florida

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University of South Florida Center for Economic Education

Duval Consumer Education Curriculum (Seven volumes) - CG3
University of Akron Center for Economic Education

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Missouri Council on Economic Education

Economic Education for the Arkansas Elementary Schools - CG4
Arkansas State Council on Economic Education

Teaching Economics Effectively (Three volumes) - CG5
St. Cloud Center for Economic Education

Teaching the Economics of the Food & Fiber System - Intermediate - CG9
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